

**AGENDA ITEM VII A**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**LOUISIANA'S PARTICIPATION IN THE  
AMERICAN DIPLOMA PROJECT**

## **AGENDA ITEM VII A**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **LOUISIANA'S PARTICIPATION IN THE AMERICAN DIPLOMA PROJECT**

##### **BACKGROUND INFORMATION**

In August 2005, the State of Louisiana agreed to participate in the work of the American Diploma Project (ADP), a multi-state effort directed by ACHIEVE, a national education collaborative created by the nation's governors and business leaders with the primary goal of helping states prepare all young people for postsecondary education, work, and citizenship by raising academic standards and achievement in America's schools. ACHIEVE and its ADP project is fully supported by The Education Trust (EdTrust) and the National Governor's Association (NGA).

The goals of the ADP are:

1. Aligning high school standards and assessments with the knowledge and skills required for success in postsecondary education and work. Accomplishing this will require state postsecondary systems and institutions to define clearly the knowledge and skills necessary for enrolling in credit-bearing courses and the K–12 system to align its standards and assessments with those expectations. States are encouraged to use the ADP benchmarks in English and math as a starting point for this work.
2. Administering a college- and work-ready assessment, aligned to state standards, so that students get clear and timely information and are able to address critical skill deficiencies while still in high school. This does not necessarily need to be a high-stakes graduation exam. Achieve's research has found that current exit exams do not measure the higher-level knowledge and skills required by colleges and employers.
3. Requiring all students to take a college- and work-ready curriculum to earn a high school diploma. The ADP research found that there is a common core of knowledge and skills, particularly in English and math, which students must master to be prepared for both postsecondary education and well-paying jobs. States should require all students to complete a curriculum that teaches this content. Many states will accomplish this by specifying courses students must take to earn a diploma. States that delegate the establishment of high school graduation requirements to local districts will need to consider other approaches. All states will want to pay more attention to the content that students are taught rather than simply to course titles and Carnegie units alone. Achieve's research has found that current course-taking requirements are not challenging enough. Moreover, in an Achieve survey, recent high school graduates acknowledged that they weren't particularly challenged and would have worked harder if expectations had been

higher.

4. Holding high schools accountable for graduating students who are college-ready, and holding postsecondary institutions accountable for their success once enrolled. To promote more successful transitions from secondary to postsecondary education, states will have to establish strong accountability systems that provide results-based incentives to high schools and postsecondary institutions. To establish genuine accountability systems, many states will need to strengthen their data and information systems by developing systems for following individual students, grade-to-grade and school-to-school, from kindergarten to postsecondary education and into the workplace. They also will need to develop accurate and consistent measures of dropout and graduation rates.

Although participation in the ADP Network requires commitment to a common policy agenda, it does not require a one-size-fits-all approach. States are expected and encouraged to take different approaches to address this agenda. Louisiana's efforts and that of nine other states in this regard are being supported by a \$2 million grant from the National Governor's Association. It is important to note that we anticipate the results of the ADP process to inform and guide the ongoing work of the state's High School Redesign Commission.

#### **STAFF UPDATE**

Even though recent hurricanes created a bit of a delay, Louisiana is now ready to begin the ADP process. The first step will involve a three-day orientation meeting in Washington, D.C., sponsored by ACHIEVE, during November 7-9, 2005. The cost for Louisiana's participation at this meeting will be covered in full by the NGA grant. After staff conversations with Jan Summerville of EdTrust (who is overseeing Louisiana's participation), it was decided that the each of Louisiana four post-secondary management systems would appoint two faculty members (one each from English and Mathematics departments) along with a Regents staff member to attend this meeting. On Thursday, October 5, 2005, Mr. Killebrew sent an e-mail to all system and chief academic officers explaining the purposes of the ADP project and requesting the names/titles of faculty appointees. These responses were due Wednesday, October 11, 2005.

**AGENDA ITEM VII B**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**STATUS OF STATEWIDE REVIEW OF LPN PROGRAMS**

## **AGENDA ITEM VII B**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **STATUS OF STATEWIDE REVIEW OF LPN PROGRAMS**

##### **STAFF COMMENT**

By August 22, 2005, the staff had received all reports of district review teams and was reading these reports in preparation for mailing them to affected institutions/campuses for responses. Shortly thereafter, Hurricane Katrina ravaged southeast Louisiana; three weeks later, Hurricane Rita struck southwest Louisiana. The impact of these events on Louisiana higher education has caused the staff to reconsider the original timeline for this initiative and make necessary adjustments, as follows:

1. The meeting of the LPN Statewide Review Committee, which was originally scheduled for November, 2005, has been postponed until January 2006. This date may be moved back further depending on the availability of state funds to afford their services.
2. Completed district reports were sent to affected institutions on October 17, 2005.
3. Institutional responses to the district reports shall be due December 1, 2006.

Needless to say, some allowances will have to be made for LPN programs at technical/ community colleges (Delgado Community College, Nunez Community College, and Sowela Technical Community College) and select campuses within Districts I and IV of the Louisiana Technical College (Jefferson, West Jefferson, Slidell, Sullivan, Collier, Gulf Area) that were most severely affected by the hurricanes.

**AGENDA ITEM VII C**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**STATUS OF THE REVIEW OF SELECT 2004 LOW-COMPLETER  
PROGRAMS**

## **AGENDA ITEM VII C**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **STATUS OF THE REVIEW OF SELECT 2004 LOW-COMPLETER PROGRAMS**

##### **BACKGROUND INFORMATION**

As a result of the 2004 Review of Low-Completer Programs, the Board of Regents adopted the following motions at its meeting of August 2004:

**The 14 low-completer programs listed in Chart C shall be temporarily maintained through AY 2005-06. As indicated in Staff Comments, the affected institutions shall submit a self-review document for each program within this category by March 1, 2005. Thereafter, appropriate external consultant/staff reviews shall be scheduled to determine the validity of institutional reasons for low-productivity and, further, what corrective measures are needed to make these programs productive.**

**The 21 low-completer programs listed in Chart D shall be temporarily maintained through AY 2005-06. As indicated in Staff Comments, the affected institutions shall submit a proposal for a new program to substitute the existing low-completer program by June 1, 2005. Thereafter, appropriate external consultant/staff reviews shall be scheduled to determine the relative need for and quality of the projected substitute program.**

Accordingly, the staff received low-completer program self-review documents/proposals during March 2005 through June 2005 and began the process of assessment. The staff has since completed reviews of the undergraduate-level programs and have scheduled these items for Regents consideration. However, the great majority of pending low-completer programs are at graduate-level programs must be assessed by external experts to ensure appropriate levels of quality.

##### **STAFF COMMENTS**

Immediately after Hurricane Katrina's serious impact on Louisiana became evident, the staff reexamined its academic review priorities to determine what was essential and exigent as opposed to that which could be delayed until a more appropriate time. The subsequent damage resulting from Hurricane Rita made this process even more relevant.

With regard to this particular review process then, the staff has decided the following:

1. Low-completer programs at campuses significantly impacted by the hurricanes cannot be appropriately reviewed until the affected institutions are operational once again.

2. Reviews of low-completer programs at campuses not significantly impacted by the hurricanes should be delayed until Spring 2006 at the earliest because these institutions have likely been involved in handling hurricane-related exigencies. Further, there is some doubt as to the availability of state funds to afford the services of essential external reviewers.

Accordingly, on September 8, 2005, the staff sent the following e-mail to all systems/campus chief academic officers:

**Listed below is a list of existing 2004 low-completer programs which are under current Regents mandate for timely external reviews. Campuses have already submitted self-review documents, but given the current circumstances, these reviews have been placed on hold until Spring 2006 at the earliest. Even then, we are likely to reinitiate this process by first examining programs at campuses not directly impacted by the hurricane damage. I will keep you abreast of further developments in this area.**

**Grambling State University**  
MA in Liberal Arts

**Louisiana Tech University**  
MA in Speech  
MS in Mathematics  
MS in Physics

**University of Louisiana at Monroe**  
MA in History

**University of Louisiana at Lafayette**  
MS in Physics

**Louisiana State University and A&M**  
MA in Linguistics  
PhD in Linguistics  
MA in Philosophy  
MA in Art History  
MS in Horticulture  
PhD in Horticulture

**Louisiana State University Health Science Center - New Orleans**  
MS in Human Genetics  
PhD in Human Genetics  
MS in Biometry  
MD in Oral and Maxillofacial Surgery  
BS in Dental Laboratory Technology  
COM in Oral Medicine



**Louisiana State University Law Center**  
LLM in Law  
MCL in Law

**Louisiana State University-Shreveport**  
BS in Environmental Science

**University of New Orleans**  
BS in Geology (BS in Earth and Environmental Sciences)  
BS in Geophysics (same as above)

**Southern University-Baton Rouge**  
PhD in Special Education

**AGENDA ITEM VII D**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**STATUS OF REVIEWS OF INSTITUTIONAL PROGRESS REPORTS FOR  
CONDITIONALLY APPROVED PROGRAMS**

## **AGENDA ITEM VII**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **STATUS OF REVIEWS OF INSTITUTIONAL PROGRESS REPORTS FOR CONDITIONALLY APPROVED PROGRAMS**

##### **BACKGROUND INFORMATION**

It common practice for the Board of Regents to approve proposed new programs/units conditionally when additional resources and/or infrastructure are needed to ensure the development of a program of high quality. Accompanying these actions are stipulations for required program enhancements and the submission of progress reports. The staff routinely brings the Board of Regents up-to-date with a brief report on the progress of these efforts, but given the disruptions resultant from recent hurricanes, the staff believes a more in-depth analysis is needed.

##### **STAFF COMMENTS**

Immediately after Hurricane Katrina's serious impact on Louisiana became evident, the staff reexamined its academic review priorities to determine what was essential and exigent as opposed to that which could be delayed until a more appropriate time. The subsequent damage resulting from Hurricane Rita made this process even more relevant.

With regard to this particular review process, the staff has decided the following:

1. It is clear that the universities/colleges significantly affected by the hurricanes (UNO, SUNO, LSUHSC-NO, McNeese, Delgado, Nunez, Sowela, and LTC-Slidell, Sullivan, Collier, West Jefferson, Jefferson, Gulf Area) cannot be expected to meet previous Regents mandates. When these reports can be expected will have to be decided later when it becomes clear that affected institutions have resumed operations.
2. The situation regarding all other universities/colleges is not the same as above. Many of the required reports for these schools were due before the hurricanes hit. While all are now responding to hurricane-related exigencies, the staff believes that these institutions should be able to meet Regents requirements for future reporting.

Accordingly, the staff sent the following e-mail to systems/chief academic officers on September 9, 2005:

Staff Note: This e-mail has been amended to eliminate those institutions/programs that have since responded:

Listed below are progress reports for conditionally approved programs and units that are either past due or will soon be due. For those campuses suffering from significant hurricane damage (UNO, SUNO, LSUHSC-NO, Delgado, Nunez, Sowela, and LTC-Slidell, Sullivan, Collier, West Jefferson, Jefferson, Gulf Area), these reports, of course, are not a priority and will be automatically continued until a date to be decided later. However, for all other affected campuses, we expect required reports by dates stipulated. I am particularly concerned about the status of reports due August 15, 2005 or before.

#### **ACADEMIC PROGRESS REPORTS DUE TO BOARD OF REGENTS**

**01/15/2005: Annual Report from Delta Community College regarding the A.S. in Nursing**

**04/01/2005: Annual Report from Southern University-Baton Rouge regarding the Master in Engineering**

**06/01/2005: Report from Louisiana State University and A&M College regarding the Center for Computation and Technology (CCT) - Report format not useful; need data formatted to meet Regents' requirements.**

**06/30/2005: Proposal for Full Approval from Louisiana State University and A&M College regarding the Bird Resource Center**

**08/01/2005: Annual Report from LSU-Shreveport regarding the M.S. in Health Care Administration**

**08/01/2005: Report from Northwestern State University regarding the B.S. in Addiction Studies**

**08/01/2005: Annual Report from Southern University-Shreveport regarding the A.S. in Nursing**

**09/01/2005: Annual Report from Delgado Community College regarding the A.A.S. in Veterinary Technology**

**09/01/2005: Report from Louisiana State University and A&M College regarding the Life Course and Aging Center**

**09/01/2005: Annual Report from Louisiana State University and A&M College regarding the M.A. in Hispanic Studies**

**09/01/2005: Annual Report from South Louisiana Community College regarding the A.S. in Industrial Technology**

**09/01/2005: Annual Report from South Louisiana Community College regarding the A.A.S. in Emergency Health Science**

**09/01/2005: Annual Report from South Louisiana Community College regarding the A.S. in Criminal Justice**

**09/01/2005: Annual Report from Southern University-Baton Rouge regarding the M.S. in Criminal Justice**

**09/01/2005: Report from Southern University-Baton Rouge regarding the Ph.D. in Urban Forestry**

**09/01/2005: Report from Sowela Technical Community College regarding the Associate in General Studies**

**09/01/2005: Annual Report from University of Louisiana, Lafayette regarding the M.S. in Engineering - Petroleum Engineering**

**09/01/2005: Proposal for Full Approval from University of Louisiana-Lafayette regarding the Request to Change the Title and Purpose of the Education Technology Review Center to the Center for Innovative Learning and Assessment**

**10/01/2005: Report from Delta Community College regarding the A.S. in General Science**

**10/01/2005: Annual Report from Delta Community College regarding the A.S. in Early Childhood Education**

**10/01/2005: Annual Report from Delta Community College regarding the A.A.S. in Business Technology**

**Lastly, we understand and appreciate that the quality of progress reports may be affected by hurricane-related exigencies. Relevant factors of this type will be taken into account when formulating any subsequent staff recommendations.**

Unless otherwise directed by the Regents, the staff will continue to pursue these matters as previously mandated.

**AGENDA ITEM VII E**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**STATUS OF REVIEWS OF PROPOSED PROGRAMS/UNITS**

## **AGENDA ITEM IX E**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **STATUS OF THE REVIEWS OF PROPOSED PROGRAMS/UNITS**

##### **BACKGROUND INFORMATION**

The staff routinely briefs the Board of Regents on the status of proposals for new academic programs/units, but given the disruptions resultant from recent hurricanes, the staff believes a more in-depth analysis is needed.

##### **STAFF COMMENT**

Immediately after Hurricane Katrina's serious impact on Louisiana became evident, the staff reexamined its academic review priorities to determine what was essential and exigent as opposed to that which could be delayed until a more appropriate time. The subsequent damage resulting from Hurricane Rita made this process even more relevant.

With regard to this particular review process then, the staff has concluded the following:

1. It is clear that hurricane-affected universities/colleges are unlikely to immediately pursue academic proposals currently before the Regents. Yet, given possible opportunities for innovative realignment of institutional resources, the option of whether to proceed or not and when such reviews should be initiated should be left up to these schools.
2. The situation regarding all other universities/colleges is somewhat related. Given that all are responding to hurricane-related exigencies in some fashion or another, the resources which these institutions were relying upon to afford new programs/units may no longer be available. Hence, it would be fair to give these schools the same opportunity to determine whether they wish to continue as scheduled with their academic proposals before the Regents.

Accordingly, the staff sent the following e-mail to chief system/campus academic officers on September 8, 2005:

**I am writing to update you all on the progress of all academic proposals currently under some level of Regents consideration so as solicit your input regarding whether or not your campus/system wishes us to proceed apace. Attached you will find relevant lists by campus and system. Please take time to review this information and let me know by September 26th what your intents are. We will be happy to oblige with whatever you decide is best.**

Since this e-mail was sent, the staff has not received any requests to withdraw proposals or delay planned reviews. Accordingly, listed below is the most current list of academic proposals before the staff and the status of each:

#### **Status of Submitted Letters of Intent**

BLS Pharmaceutical Marketing -LSUA; Staff has serious concerns regarding the appropriateness of this projected program, given the University's limited role, scope, and mission at this point of its evolution.

BS Criminal Justice-LSUA; SUBR has objections to this LoI, based on Desegregation Settlement Agreement issues; SUBR's concerns have been sent to LSU-A for further response.

#### **Status of Approved Letters of Intent**

BA Disaster Science Management-LSUBR; LoI approved---awaiting proposal.

PhD Biostatistics-LSUHSC-NO; LoI approved---awaiting proposal.

BS Business Administration-LSUA; LoI; approved---awaiting proposal.

BS Psychology-LSUA; LoI approved---awaiting proposal.

BA Women's Studies-SUBR; LoI approved---awaiting proposal.

PhD Environmental Science- LSUBR; LoI approved---awaiting proposal.

PhD Industrial Organizational Psychology-LA Tech; LoI approved---awaiting proposal.

PhD Material Science and Engineering-SUBR/LSUBR/UNO; LoI approved---awaiting proposal.

Master of Public Health-LSUS; LoI approved---awaiting proposal.

#### **Status of Submitted Programs Proposals:**

MBA-SUBR; Revised proposal has been submitted by University and sent to external consultants for evaluation; report expected by November 15, 2005.

BS Transportation Studies-UNO LoI approved; site visit by consultants indefinitely delayed.

BA Art History-LSUBR; pending assessment of MFA low-completer program.



EdD Leadership-ULL/SLU; awaiting institutional responses to second consultants' report.

EdD Leadership-Grambling/LA Tech/ULM; awaiting institutional responses to first consultants' report.

Master Occupational Therapy-ULM; awaiting institutional response to consultants' report.

AAS Surgical Technology-LTCAlex; awaiting response to staff questions.

BS Earth & Environmental Science-UNO; proposal ready for Regents action.

**Status of Research Units Request for Initial Approval:**

Center for Child Development-ULL; awaiting proposal.

**Status of Research Units Requests for Continued Approval:**

Epilepsy Center-LSUHSC NO; awaiting additional information from institution.

**AGENDA ITEM VII F**

**REPORT OF THE ASSOCIATE COMMISSIONER**

**STAFF APPROVAL OF ROUTINE ACADEMIC REQUESTS**

## **AGENDA ITEM VII F**

### **REPORT OF THE ASSOCIATE COMMISSIONER**

#### **STAFF APPROVAL OF ROUTINE ACADEMIC REQUESTS**

##### **BACKGROUND INFORMATION**

Since June, 2005, the staff has approved the following routine academic requests.

<b><u>Institution</u></b>	<b><u>Nature of Request</u></b>	<b><u>Date Granted</u></b>
1. NW	Deleted 1 MEd Certification	9/9/05
2. Grambling	1 Department Name Change	9/9/05
3. BPCC	1 Program Reclassification	9/20/05
4. LTC	4 New CTS and 1 New TD Programs Entered into Inventory	9/20/05
5. Grambling	1 Department Name Change	10/13/05